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Language Census Report for California Public Schools, 1989

Languages from around the world

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STATE DEPARTMENT OF EDUCATION
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1989

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INTRODUCTION

California school districts are required by *Education Code* sections 62002 and 62003 (formerly *Education Code* Section 52164) and *California Code of Regulations, Title 5, Education,* Section 754304, to conduct a language census survey annually and to report the results of that survey to the State Department of Education. The results of the language census survey of students and staff in kindergarten through grade twelve and special education, conducted in Fiscal Year 1988-89 and reported to the State Department of Education in the spring of 1989, have been compiled by county and by languages for this annual report.

A total of 7,193 California public schools responded to the survey. Out of these schools, a total of 6,644 reported they had limited-English-proficient (LEP) and/or fluent-English-proficient (FEP) students, leaving a balance of 549 schools reporting no students as LEP or FEP. Students were identified in 45 different primary languages.

The following characteristics may be noted from the data:

* Over the past four years, the number of LEP students increased an average of 7 percent each year. However, this year the number of LEP students increased by 14 percent (Table 1).

* Similar to last year, almost seven out of every ten identified LEP students were enrolled in kindergarten through grade six (Table 2).

* Almost 20 percent of the students enrolled in kindergarten through grade six were identified as LEP. Slightly more than 11 percent of the students enrolled in grades seven through twelve were identified as being LEP (Table 3).

* The majority of the FEP student enrollment has shifted from kindergarten through grade six in 1988 to grades seven through twelve in 1989 (Table 4).

* The counties of Los Angeles, Orange, and San Diego contain 60 percent of the students reported as being LEP. Ninety (90) percent of the LEP students in these three counties were using Spanish, Vietnamese, Cantonese, Cambodian, or Pilipino as their primary language (Table 5).

* Identified LEP students whose primary language is Spanish have increased an average of 8 percent per year since 1985. However, the number of Spanish LEP students increased by 16 percent from 1988 to 1989. From 1985 to 1989, LEP students whose primary language was Armenian increased by 179 percent; those whose primary language was Hmong increased by 99 percent; and LEP students whose primary language was Cambodian increased by 69 percent (Table 6).

* Spanish was the primary language of 75 percent of the LEP students identified in the survey (Table 7). Seventy-two (72) percent of the Spanish LEP students were enrolled in kindergarten through grade six.

* As in 1988, 96 percent of the identified LEP students were enrolled in either bilingual classroom programs, secondary-level learning programs, individualized programs, or other program options (Table 9).

* The growth of LEP students has steadily increased from 376,794 in 1981 to 742,559 in 1989. However, the total number of LEP students redesignated as FEP over this same period has not shown a similar rate of increase (Table 11).

* Ninety-five (95) percent of the bilingual crosscultural teachers provide instruction in Spanish (Table 13).

Additional information regarding specific schools, school districts, and grade levels is available, at cost, by writing to the following address:

Educational Demographics Unit
Program Evaluation and Research Division
California State Department of Education
P.O. Box 944272
721 Capitol Mall
Sacramento, CA 94244-2720

TABLE 1

Trends in Number of Limited-English-Proficient Students in California Public Schools, by County, 1985 through 1989

County	1989	1988	1987	1986	1985
Alameda	22,451	21,810	19,812	18,698	16,755
Alpine	0	0	0	0	1
Amador	4	6	3	3	7
Butte	1,282	996	885	841	695
Calaveras	6	6	17	10	8
Colusa	421	285	286	210	218
Contra Costa	7,029	6,175	5,705	5,182	4,314
Del Norte	140	114	105	88	59
El Dorado	484	350	348	303	286
Fresno	22,599	18,419	16,350	13,446	12,175
Glenn	467	338	278	211	306
Humboldt	397	337	260	211	128
Imperial	11,958	10,394	8,187	6,391	5,766
Inyo	28	27	43	36	32
Kern	10,265	8,053	7,263	6,511	6,003
Kings	2,176	1,835	1,785	1,797	1,870
Lake	175	140	114	107	66
Lassen	31	31	28	19	16
Los Angeles	333,373	293,850	282,530	260,658	240,805
Madera	2,234	1,830	1,810	1,569	1,367
Marin	1,010	849	801	755	670
Mariposa	5	5	8	6	2
Mendocino	950	668	602	653	538
Merced	8,221	6,853	5,716	5,075	4,615
Modoc	97	77	72	52	34
Mono	23	14	18	12	14
Monterey	12,921	12,093	11,642	11,127	10,760
Napa	1,246	869	788	669	658
Nevada	5	56	12	17	21
Orange	64,544	55,159	49,928	47,528	43,414
Placer	424	340	346	351	215
Plumas	9	6	1	0	3
Riverside	20,866	17,273	14,695	12,851	11,352
Sacramento	12,204	11,397	10,340	9,539	8,611
San Benito	1,567	1,588	1,551	1,391	1,259
San Bernardino	19,444	15,529	13,795	11,839	11,063
San Diego	46,784	40,867	40,582	37,943	35,660
San Francisco	17,978	18,084	19,023	19,828	18,793
San Joaquin	16,129	15,882	14,606	13,432	12,781
San Luis Obispo	1,405	997	977	904	854
San Mateo	10,492	9,763	9,200	9,171	8,662
Santa Barbara	7,692	6,505	5,887	4,968	4,317
Santa Clara	31,908	29,529	27,921	25,895	24,295
Santa Cruz	7,192	6,401	5,997	5,213	4,786
Shasta	519	416	225	108	22
Sierra	0	1	0	4	3
Siskiyou	99	84	111	85	65
Solano	3,511	3,095	2,891	2,844	2,588
Sonoma	3,147	2,769	2,344	2,151	1,951
Stanislaus	9,450	7,966	6,273	5,168	4,568
Sutter	988	796	863	640	541
Tehama	441	278	233	184	148
Trinity	4	4	7	1	1
Tulare	8,848	7,605	6,640	6,176	5,219
Tuolumne	27	18	9	13	18
Ventura	12,899	11,212	10,497	10,217	9,847
Yolo	2,688	2,293	2,196	2,022	2,056
Yuba	1,284	1,093	827	542	455
State totals	742,559	652,439	613,224	567,564	524,082

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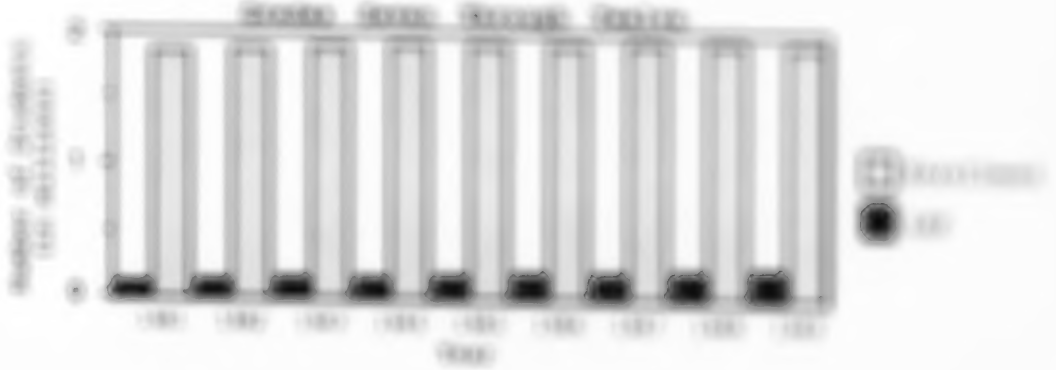

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TABLE 2

Number of Limited and Fluent-English-Proficient Students in California Public Schools, by Language, 1989

Language	Limited-English-proficient students	Fluent-English-proficient students	Total
Spanish	553,498	408,265	961,763
Vietnamese	32,454	27,081	59,535
Filipino	15,735	34,939	50,674
Cantonese	20,780	22,105	42,885
Korean	12,193	19,562	31,755
Cambodian	18,111	4,614	22,725
Hmong	15,506	3,330	18,836
Mandarin	6,809	12,023	18,832
Lao	12,016	3,898	15,914
Japanese	4,947	6,744	11,691
Farsi	4,652	6,311	10,963
Armenian	6,727	2,854	9,581
Portuguese	2,734	4,693	7,427
Other Chinese	3,147	4,200	7,347
Arabic	2,539	3,130	5,669
Hindi	1,688	2,006	3,694
Punjabi	1,584	2,029	3,613
Samoan	1,569	2,025	3,594
Mien	2,493	409	2,902
Ilocano	948	1,535	2,483
Hebrew	710	1,395	2,105
Thai	813	1,141	1,954
Other Filipino	755	1,088	1,843
Tongan	905	557	1,462
German	297	959	1,256
Rumanian	721	461	1,182
Gujarati	439	608	1,047
French	290	627	917
Russian	400	506	906
Italian	163	607	770
Assyrian	332	353	685
Urdu	313	363	676
Greek	118	416	534
Pashto	292	140	432
Polish	185	177	362
Indonesian	199	146	345
Guamanian	52	170	222
Hungarian	76	124	200
Dutch	51	147	198
Croatian	28	169	197
Burmese	82	108	190
Native American	47	140	187
Visayan	61	78	139
Turkish	27	46	73
Serbian	15	34	49
All other languages	15,058	32,357	47,415
State totals	742,559	614,670	1,357,229
Percent	54.7%	45.3%	100.0%

TABLE 9

Number of Limited-English-Proficient Students in Bilingual Instructional Programs in California Public Schools, 1989

Type of program	Total
Bilingual classroom programs (K - 6)	288,006
Secondary-level learning programs (7 - 12)	32,627
Individual learning programs (K - 12)	351,640
Other program options (K - 12)	43,483
State totals	715,756

Note: A total of 26,991 LEP students were reported as "not enrolled" in bilingual instructional programs.

TABLE 10

Number of Schools Using State-Approved Oral Language Assessment Instruments for Initial Identificatiom of LEP Students, 1989

Using state-approved tests	Number of schools
Yes	6,396
No	243
State totals	6,639

Note: State-approved tests include BSM I-II, LAS I-II, PRE LAS, IPT I-II, BINL, QSE.

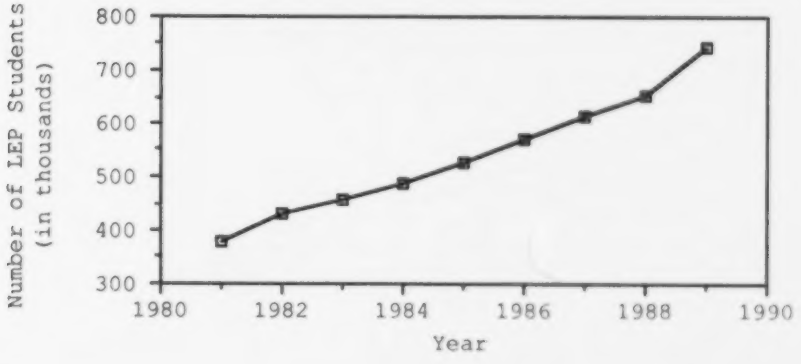
TABLE 11

Number of Limited-English-Proficient (LEP) Students and Redesignated LEP* Students in California Public Schools, 1981 Through 1989

Year	Number of LEP students	Percent increase of LEP students	Redesignated LEP* students	Percent Redesignated LEP* students
1989	742,559	13.8%	54,482	8.4%
1988	652,439	6.4%	57,385	9.4%
1987	613,224	8.0%	53,277	9.4%
1986	567,564	8.3%	55,105	10.5%
1985	524,082	7.4%	50,308	10.3%
1984	487,835	6.6%	47,504	10.4%
1983	457,542	6.5%	52,504	12.2%
1982	431,449	14.5%	57,336	15.2%
1981	376,794	15.6%	48,819	15.0%

* LEP students redesignated as fluent-English proficient (FEP) since the last census.

Growth of LEP Students, 1981 Through 1989



Number of LEP Students Redesignated as FEP, 1981 Through 1989

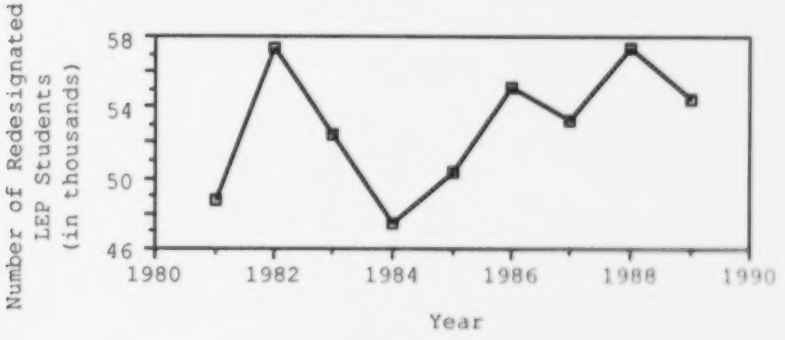


TABLE 12

Number of Bilingual Staff Members in California Public Schools, by County and by Classification, 1989

County	Bilingual cross-cultural teachers	District-designated primary language teachers	Teachers in training	English language development teachers	Bilingual aides	Total staff
Alameda	189	6	181	102	272	750
Alpine	0	0	0	0	0	0
Amador	0	0	0	0	0	0
Butte	30	2	1	10	62	105
Calaveras	0	0	0	0	0	0
Colusa	8	3	1	1	26	39
Contra Costa	66	5	16	35	162	284
Del Norte	0	0	0	0	7	7
El Dorado	1	5	5	2	11	24
Fresno	131	28	64	93	656	972
Glenn	11	5	3	12	21	52
Humboldt	0	0	13	16	13	42
Imperial	203	17	52	7	293	572
Inyo	0	2	3	0	4	9
Kern	114	2	176	12	379	683
Kings	32	3	43	11	110	199
Lake	5	1	6	0	15	27
Lassen	0	2	0	0	2	4
Los Angeles	3,113	1,282	3,576	1,568	12,098	21,637
Madera	70	1	8	1	57	137
Marin	11	2	9	14	20	56
Mariposa	0	0	0	0	0	0
Mendocino	16	4	19	9	40	88
Merced	76	17	114	75	317	599
Modoc	1	0	0	0	5	6
Mono	0	0	1	0	0	1
Monterey	190	27	145	105	306	773
Napa	15	2	10	0	31	58
Nevada	0	0	2	4	1	7
Orange	394	6	812	359	1,286	2,857
Placer	11	3	8	0	22	44
Plumas	0	0	0	0	4	4
Riverside	192	43	297	41	498	1,071
Sacramento	81	3	63	59	319	525
San Benito	27	3	31	2	66	129
San Bernardino	209	20	156	19	532	936
San Diego	833	25	209	73	1,139	2,279
San Francisco	237	12	102	219	334	904
San Joaquin	123	0	311	95	457	986
San Luis Obispo	42	0	6	5	62	115
San Mateo	113	30	88	58	200	489
Santa Barbara	166	33	63	23	256	541
Santa Clara	267	9	167	516	721	1,680
Santa Cruz	199	13	30	31	186	459
Shasta	0	1	3	8	11	23
Sierra	0	0	0	0	0	0
Siskiyou	1	1	0	2	14	18
Solano	54	13	6	7	119	199
Sonoma	46	9	22	14	96	187
Stanislaus	72	48	58	20	244	442
Sutter	4	0	0	5	37	46
Tehama	17	1	14	6	29	67
Trinity	0	0	0	2	0	2
Tulare	102	23	235	93	496	949
Tuolumne	0	1	1	0	27	29
Ventura	219	26	155	55	487	942
Yolo	77	4	11	18	95	205
Yuba	7	0	1	33	31	72
State totals	7,775	1,743	7,297	3,840	22,676	43,331

TABLE 13

Number of Bilingual Staff Members in California Public Schools, by Language and by Classification, 1989

Language	Bilingual cross-cultural teachers	District-designated primary language teachers	Teachers in training	English language development teachers	Bilingual aides	Total staff
Spanish	7,361	1,700	6,602	0	19,508	35,171
Vietnamese	46	2	167	0	615	830
Cantonese	196	13	143	0	471	823
Cambodian	1	0	114	0	349	464
Pilipino	62	5	3	0	254	324
Hmong	3	0	128	0	283	414
Korean	35	9	2	0	144	190
Lao	3	0	72	0	172	247
Mandarin	10	1	9	0	152	172
Farsi	0	1	0	0	57	58
Japanese	21	0	12	0	143	176
Armenian	11	7	1	0	122	141
Portuguese	19	0	10	0	85	114
Arabic	0	2	0	0	20	22
All other languages	7	3	34	0	301	345
English only	0	0	0	3,840	0	3,840
State totals	7,775	1,743	7,297	3,840	22,676	43,331

INTRODUCTION TO AREA MAPS

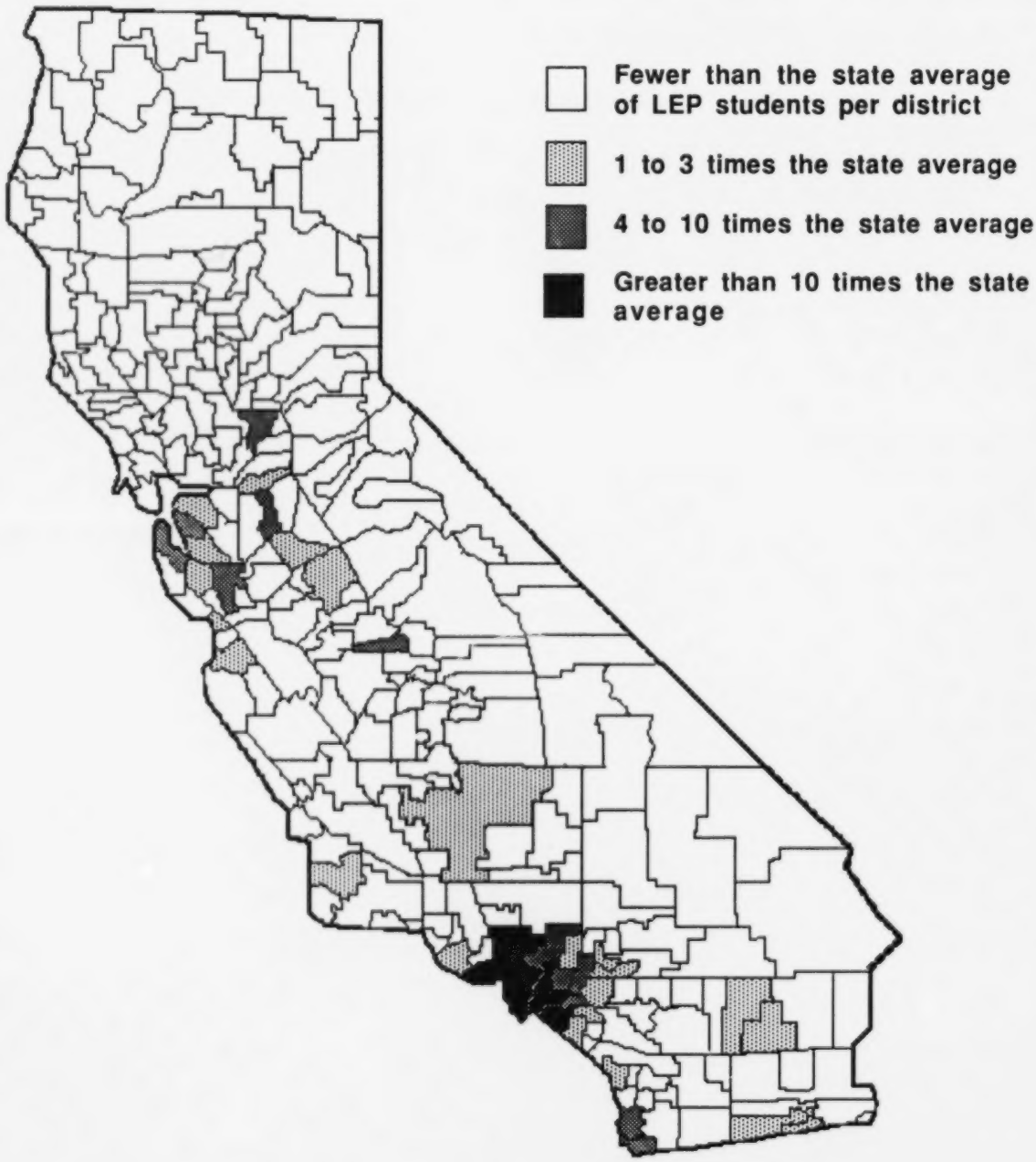
The maps on the following pages indicate the concentrations within each district of limited-English-proficient (LEP) students in California public schools. The first map illustrates the concentrations of all LEP students in geographic areas approximating school district boundaries. The other maps illustrate the areas of concentration of LEP students from the five most frequently reported languages: Spanish, Vietnamese, Cantonese, Cambodian, and Pilipino.

The majority of all LEP students are concentrated in school districts in Los Angeles, Orange, and San Diego counties, with smaller concentrations found in the Bay Area and the Central Valley. Since the LEP students whose primary language is Spanish comprise 74 percent of all LEP students, the map representing these students is similar in pattern to the map for all LEP students.

In order to provide comparability among the maps, the concentrations of LEP students are reported as ratios of the statewide average. Actual numbers of LEP students and other statistical data may be found in the preceding tables of this report.

Map 1

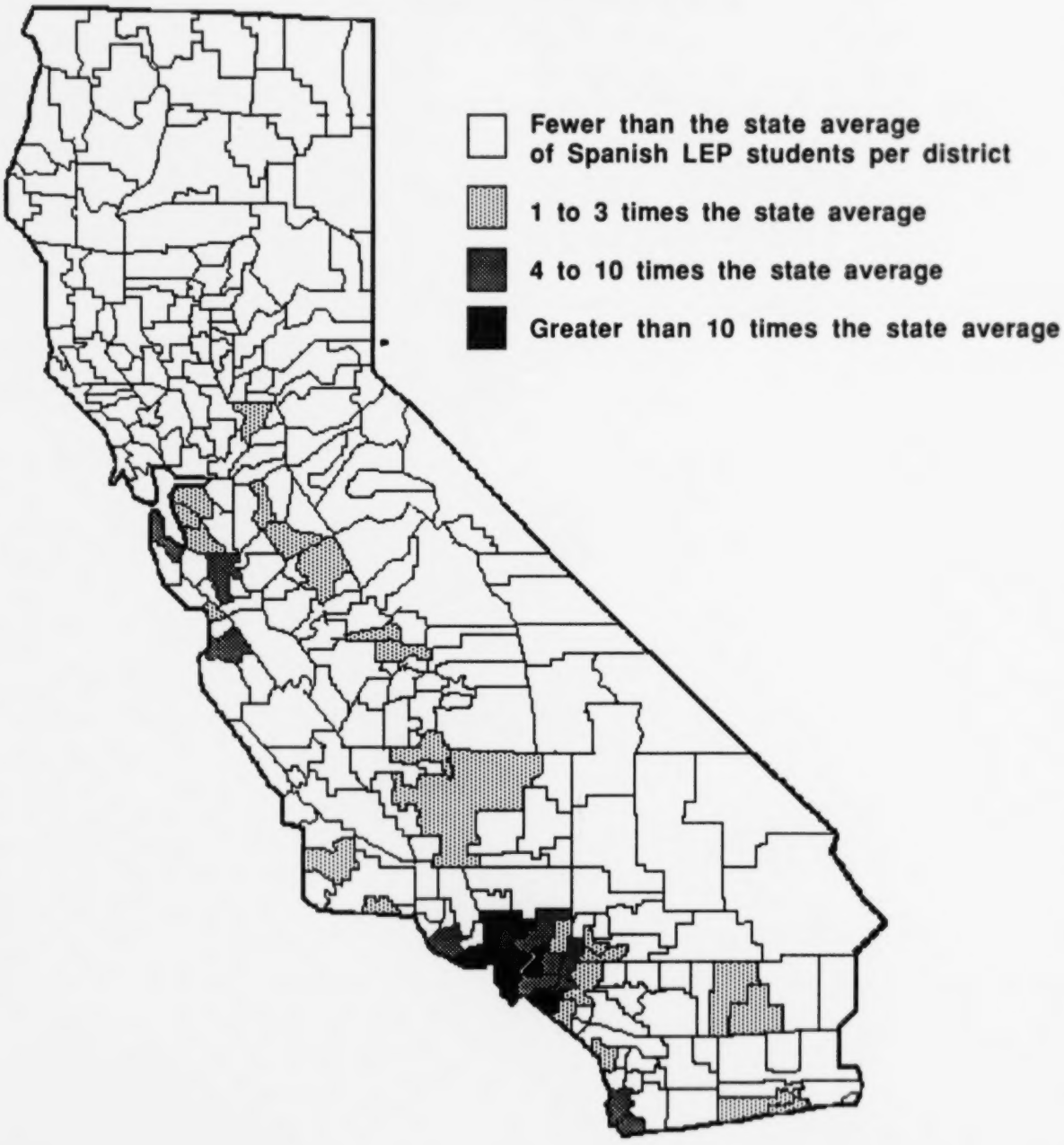
Concentrations of Limited-English-Proficient (LEP) Students in California Public Schools, by District, 1989


Fewer than the state average of LEP students per district
1 to 3 times the state average
4 to 10 times the state average
Greater than 10 times the state average

Note: Some districts have been combined to facilitate readability.

Map 2

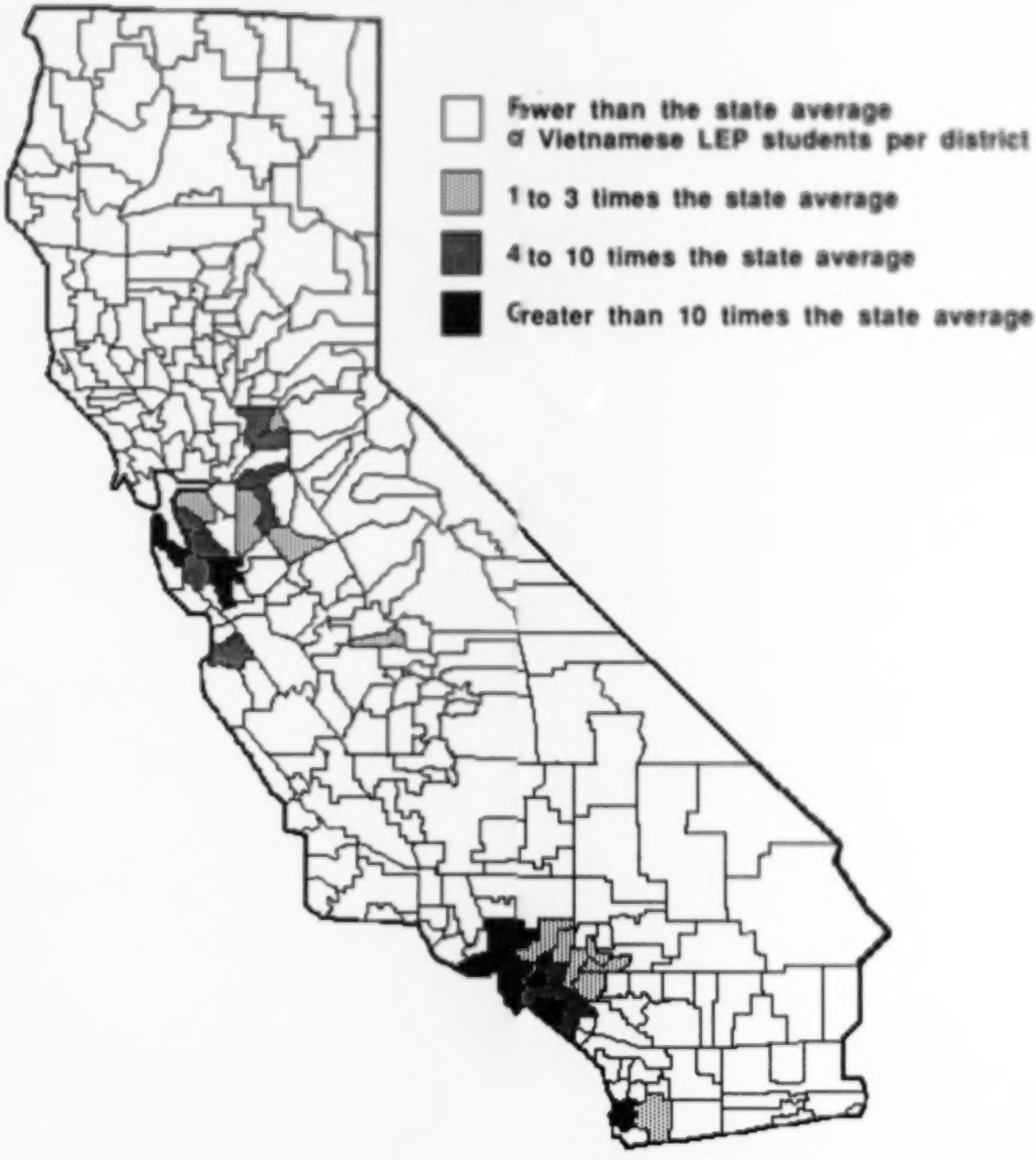
Concentrations of Limited-English-Proficient (LEP) Students Whose Primary Language Is Spanish in California Public Schools, by District, 1989


Fewer than the state average of Spanish LEP students per district
1 to 3 times the state average
4 to 10 times the state average
Greater than 10 times the state average

Note: Some districts have been combined to facilitate readability.

Map 3

Concentrations of Limited-English-Proficient (LEP) Students Whose Primary Language is Vietnamese in California Public Schools, by District, 1989


Fewer than the state average
of Vietnamese LEP students per district
1 to 3 times the state average
4 to 10 times the state average
Greater than 10 times the state average

Note: Some districts have been combined to facilitate readability.

Map 4

Concentrations of Limited-English-Proficient (LEP) Students Whose Primary Language is Cantonese in California Public Schools, by District, 1989

Fewer than the state average of Cantonese LEP students per district
1 to 3 times the state average
4 to 10 times the state average
Greater than 10 times the state average

Note: Some districts have been combined to facilitate readability.

Note: Some districts have been combined to facilitate readability.

[illegible]

52160. Each school district shall ascertain not later than the first day of March of each year, under regulations prescribed by the State Board of Education, the total number of pupils of limited English proficiency within the district, and shall classify them according to their primary language, age, and grade level. This count shall be known as the "census of pupils of limited English proficiency" and shall consist of a determination of the primary language of each pupil enrolled in the school district and an assessment of the language skills of all pupils whose primary language is other than English.

The census shall be taken by individual, actual count, and not by estimates or samplings. All pupils of limited English proficiency, including migrant and special education pupils, shall be counted. Special language assessment instruments, designated by the superintendent and in compliance with the requirements of subdivision (j) of Section 56001, may be used for special education pupils. The results of this census shall be reported to the Department of Education not later than the 30th day of April of each year. The previous census shall be updated to include new enrollees and to eliminate pupils who are no longer pupils of limited English proficiency and pupils who no longer attend school in the district, and shall be reported pursuant to Section 52164.1. Census data gathered in one school year shall be used to plan the number of bilingual classrooms to be established in the following school year.

52164.2. The Department of Education shall review the results of the census each year. Where the information provided by a school district appears to be inaccurate or where parents, teachers, or counselors file a formal written complaint that the census is inaccurate, the department shall audit the district's census. Where the department concludes that the census has been incorrectly taken, or the results appear to be inaccurate, the department shall require another census to be taken and the corrected information to be provided.

52164.5. Pertinent information from the assessment of language skills for each pupil whose primary language is other than English shall be retained by the school district as long as the pupil is enrolled in the district. Each school district shall report annually to the Department of Education, and the department shall report to the State Board of Education, the number of pupils (1) whose primary language is other than English; (2) who are of limited English proficiency; (3) whose primary language is other than English who are enrolled in classes defined in subdivision (a), (b), (c), (d), (e), or (f) of Section 52163; (4) the number of such pupils who have become bilingual and literate in English and in their primary language, as appropriate; and (5) the number of such pupils who have met the language reclassification criteria for exit criteria pursuant to Section 52164.6.

62002. If the Legislature does not enact legislation to continue a program listed in Sections 62000.1 to 62000.5, inclusive, the funding of that program shall continue for the general purposes of that program as specified in the provisions relating to the establishment and operation of the program. The funds shall be disbursed according to the identification criteria and allocation formulas for the program in effect on the date the program shall cease to be operative pursuant to Sections 62000.1 to 62000.5, inclusive, both with regard to state-to-district and district-to-school disbursements. The funds shall be used for the intended purposes of the program, but all relevant statutes and regulations adopted thereto regarding the use of the funds shall not be operative, except as specified in Section 62002.5.

62003. The Department of Education shall apportion the funds specified in Section 62002 to school districts and shall audit the use of such funds to ensure that such funds are expended for eligible pupils according to the purposes for which the legislation was originally established for such programs.

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